Texas Education Agency Standard Application System (SAS)

Program authority:	Title 2006	I, Part A, , Public I	Carl D. aw 109	Perkin	s Career ar Section 112	nd Technical Educ	cation Act of	FO	R TEA USE Write NOGA ID	
Grant Period:					ust 31, 2018					
Application deadline:					tember 26,			F	Place date stam	p here.
Submittal information:	One and s agree	original a signed by ement, m at this ac Docur	and two of a personust be related to the second two	copies on auth eceive	of the appli orized to bi d no later th enter, Gran	cation, printed on nd the applicant to an the aforement ts Administration	o a contractu ioned date a Division	Ind ST	2017 CCT 26	EXAS EDUCATION
		Tex	as Educ		Ngency, 170 Stin, TX 787	11 North Congress	Ave.	200	7	
Contact information:	Diane	e Salaza	r: diane.s		•	s.gov; (512) 936-6	060	- S - C - C - C - C - C - C - C - C - C		1 9
			CHICAGO A CASSIII			l Information		3	29	25
Part 1: Applicant Infor	mation			194	M, M		00 MD00100000			
Organization name		ounty-Di	strict #					Amendn	nont #	
Stamford ISD		27906	100	1 8 1		<u> </u>		Amenan	Herit #	-
Vendor ID #	E	SC Regi	on #				<u></u>			
	1	4	1 - 11	476		-				
Mailing address						City		State	ZIP Co	ode
507 South Orient Street			<u> </u>			Stamford		Тх	79553	
Primary Contact										
First name			M.I.	Las	st name		Title			
Timothy			S Barnett				Superintendent			
Telephone #			Email a	iddres:	<u></u>		FAX#			-
325-773-2705			sbarnett@stamfordisd.net 32			325-7	325-773-5684			
Secondary Contact				-	-	-				
First name			M.I.	Last name			Title	Title		
Jennifer			L	Hin				ederal Programs Director		
Telephone #			Email address FAX #				- 3.34			
325-773-2705			jhinds@stamfordisd.net 325-77				72 5604	3-5684		

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

325-773-2705

First name Timothy Telephone #

M.I. Last name S Barnett Email address

Title

Superintendent

FAX#

sbarnett@stamfordisd.net

325-773-5684

Signature (blue ink preferred)

Date signed

10/24/2017

Only the legally responsible party may sign this application.

Schedule #1—General In	formation
County-district number or vendor ID: 127906	Amendment # (for amendments only):
Part 3: Schedules Required for New or Amended Applications	

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule	Schedule Name	Applicat	Application Type		
#		New	Amended		
1	General Information	X			
2	Required Attachments and Provisions and Assurances		N/A		
4	Request for Amendment	N/A			
5	Program Executive Summary	\boxtimes			
6	Program Budget Summary				
7	Payroll Costs (6100)	See			
8	Professional and Contracted Services (6200)	Important			
9	Supplies and Materials (6300)	Note For			
10	Other Operating Costs (6400)	Competitive	H_		
11	Capital Outlay (6600)	Grants*			
12	Demographics and Participants to Be Served with Grant Funds	X	- H		
13	Needs Assessment		- 1		
14	Management Plan				
15	Project Evaluation				
17	Responses to TEA Requirements	N N			
18	Equitable Access and Participation				

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachmen	nts and Provisions and Assurances
County-district number or vendor ID: 127906	Amendment # (for amendments only):
Part 1: Required Attachments	

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No f	iscal-related attachments are requ	uired for this grant.
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
Nor	program-related attachments are r	equired for this grant.
Part	2: Acceptance and Compliance	

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and

require a separate certification.

X	Acceptance and Compliance
\boxtimes	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
	I certify my acceptance of and compliance with the program guidelines for this grant.
	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
\boxtimes	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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	Schedule #2—Required Attachments and Provis	ions and Assurances
Cou	nty-district number or vendor ID: 127906	Amendment # (for amendments only):
Part	3: Program-Specific Provisions and Assurances	
\boxtimes	I certify my acceptance of and compliance with all program-specific p	provisions and assurances listed below.
#	Provision/Assurance	
1.	The applicant provides assurance that program funds will supplemer supplant (replace) state mandates, State Board of Education rules, a or local funds. The applicant provides assurance that state or local funder purposes merely because of the availability of these funds. The services and activities to be funded from this grant will be supplement be used for any services or activities required by state law, State	and activities previously conducted with state unds may not be decreased or diverted for applicant provides assurance that program ntary to existing services and activities and will
2.	The applicant provides assurance that the application does not conta the Family Educational Rights and Privacy Act (FERPA) from general	in any information that would be protected by
3.	The applicant provides assurances that they will continue to meet all 2017–2018 Perkins Formula Grant incorporated by reference.	
4.	The applicant assures that its ability is to meet the 20% match requir	ement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that appropriately aligned to marketable skills in the identified high-demarrecognized credentialing as part of the degree plan.	the curriculum they develop will be nd occupations. It may include industry
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that industry experiences, including mentorship programs, internships, ex students to applied learning and real-world work activities in the iden	ternships, and/or apprenticeship, will expose tified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, applicants will submit a Memorandum of Understanding (MOU) detail partner, the LEA, and business and industry partner(s).	within 90 days of the grant start, awarded ling the relationship between the dual credit

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Schedule #4Require	uest for Amendment
County-district number or vendor ID: 127906	Amendment # (for amendments only):
Part 1: Submitting an Amendment	

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the <u>TEA Grant Opportunities</u> page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Pari	Part 3: Revised Budget								
			Α	В	С	D			
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total			
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$			
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$			
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$			
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$			
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$			
6.	Total costs:		\$	\$	\$	\$			

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Schedule #4—Request for Amendment (cont.)					
County	County-district number or vendor ID: 127906 Amendment # (for amendments only):				
Part 4: Amendment Justification					
Line #	Schedule # Being Amended	Description of Change	Reason for Change		
1.					
2.					
3.					
4.					
5.					
6.					
7.					

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	Otanisala Application Cystem (OAC)
Schedule #5—Program Execut	tive Summary
County-district number or vendor ID: 127906	Amendment # (for amendments only):
Provide a brief overview of the program you plan to deliver. Refer to the elements of the summary. Response is limited to space provided, from	nt side only, font size no smaller than 10 point Arial.
Indicate the Focus Area for which you are applying. <i>Only one Focus two applications per LEA</i> (see Program Guidelines pages 8 and 11 each of the Focus Areas).	Area may be selected per application, limit of for more information on eligibility requirements for
☐ Focus Area 1: Pathway Hubs, Rural Schools	
Focus Area 2: Pathway Hubs, Career Center Partnerships	
☑ Focus Area 3: CTE Career Cluster	
Focus Area 4: Testing Site/Licensed Instructor	
Stamford Independent School District is applying for the Perkins Reserve our Career and Tech program. The Perkins Reserve Grant would bent to learn different aspects of the welding trade as well as allowing opport Reserve Grant would help Stamford ISD expand and improve its weld are here, as well as better prepare students for a career in the welding provide hands-on experience on the use of a variety of industry-level extamford ISD seeks to purchase a Lincoln Electric Torchmate CNC PI Scource. This new equipment will enable students to gain experience used in the provide students with age-appropriate curriculum that include as provide opportunities that allow students to realize the importance of Stamford ISD relates this to the overall objective of the Perkins Reservance as a provide opportunities that allow students to realize the importance of Stamford ISD relates this to the overall objective of the Perkins Reservance as a provide opportunities. Stamford ISD received quotes from various or industries. Stamford ISD received quotes from various our program to thrive. Based on the quotes received, we chose the vestotal costs from the vendor, we figured administrative costs as well as numbers were feasible to our district, so our budget was based upon the district will all be CTE students who are enrolled in welding classes of and purposes of the grant. Our needs assessment process is overseemaking them responsible for determining efficacy, as well as determinable of the district as well as the CTE instructors for this program. Program measured by observation of program as well as student evaluations of training experience, and number of students who successfully com	efit the group of students served by allowing them ortunity to receive a welding certificate. The Perkins ing program to better serve our students while they gindustry once they graduate. Stamford ISD will equipment as part of this program. For this project, lasma Cutting sytem and a Flexcut Plasma Power using actual industry tools. The goal of Stamford as career and college readiness activities as well of education and the opportunities for their future. We grant purposes especially in the areas of swell as promoting the development, ys aligned with Texas identified in-demand a vendors on the welding equipment necessary for endor that would best fit our needs. Once we had matching costs required by the grant. The these findings. The demographics served from our various levels, thus relating to the defined goals are by the district site base comittee, therefore ing when changes should be made. The program are review and utilization from various administrators in evaluation and progress measurement will be a review and utilization from various administrators in evaluation and progress measurement will be a fraining experience, teacher evaluations of the training. Stamford ISD's application completely rogram guidelines. Stamford ISD's application completely rogram guidelines continue to operate in an

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Schedule #5—Program Executive Summary (cont.)			
County-district number or vendor ID: 127906 Amendment # (for amendments only):			
Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested			
elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.			

	Schedule #6-	-Program	Budget Sum	mary		
County-district	number or vendor ID: 127906		A	mendment # (for	amendments o	nly):
Program autho	rity: Title I, Carl D. Perkins Career and	d Technical	Education A	ct of 2006, P. L.	109-270, Sec. 1	12 (a)(1)
Grant period: N	lovember 13, 2017, to August 31, 201	18	Fund code:	244		
Budget Summ	iary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$23418	\$	\$	\$5854
Grand total of I	oudgeted costs (add all entries in eacl	h column):	\$23418	\$	\$	\$5854
	Adminis	trative Cos	t Calculation	n		
Enter the total	grant amount requested:				\$234	18
Percentage lim	it on administrative costs established	for the prog	gram (5%):		.0. ×	5
	und down to the nearest whole dollar. imum amount allowable for administr			irect costs:	\$117	1

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Col	ınty-distr	ict number or vendor ID: 127906	Amen	dment # (for a	mendments or	nly):
		Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Aca	demic/l	nstructional				
1				W. School Will	#3(D)(D0) (S)	
2	Educat	ional aide			\$	\$
3	Tutor				\$	\$
Pro	gram M	anagement and Administration		100		
4	Project	director			\$	\$
5		coordinator			\$	\$
6		er facilitator			\$	\$
7		er supervisor			\$	\$
8		ary/administrative assistant			\$	\$
9		ntry clerk			\$	\$
10		accountant/bookkeeper			\$	\$
11		tor/evaluation specialist			\$	\$
\u)	ciliary	· · · · · · · · · · · · · · · · · · ·			N	
12	Counse	elor			\$	\$
13	Social				\$	\$
14		unity liaison/parent coordinator			\$	\$
Edι		Service Center (to be completed by ESC only	when ESC is the ap	plicant)		
15	The last to			50000E80E0	328 3 3	
16	\$1,882m		227 6 77 mg	2011 1000	\$555(0) (I	
17	Lake the	为我们是是是我们的现在分词,我们们还是不是不是一个人的。	Mangala ga masangan	Verral perchas	20,418	
18				SIGN SHAPE	100 L 100 L	
19	Walte		Water Melities	With the second	THRESS III	
20	BASS SIN					
Oth	er Empl	oyee Positions				
21	Title	-			\$	\$
22	Title				\$	\$
	Title		<u>-</u>		\$	\$
24			Cubtatal and	plovog sests:	\$	\$
	414 4		Subidial em	ployee costs:	Φ	Ψ
		Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay			\$	\$
26	6119	Professional staff extra-duty pay			\$	\$
27	6121	Support staff extra-duty pay			\$	\$
28		6140 Employee benefits \$				\$
29	61XX	Tuition remission (IHEs only)			\$	\$
30			ubstitute, extra-duty, b		\$	\$
31	Grand	I total (Subtotal employee costs plus subtota	l substitute, extra-d	uty, benefits costs):	\$	\$

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(83)		Schedule #8—Professional and Contracted Service	s (6200)		
Cou	County-district number or vendor ID: 127906 Amendment # (for amendments only):				only):
NO	NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source				
рго	vide	ers. TEA's approval of such grant applications does not constitute approval o	f a sole-so	urce provider.	
		Professional and Contracted Services Requiring Speci	fic Approv	/ai	
		Expense Item Description		Grant	
		myboliog itolii paggilbiigii		Amount	Match
				Budgeted	
		Rental or lease of buildings, space in buildings, or land			
626	39	Specify purpose:		\$	\$
	a.	Subtotal of professional and contracted services (6200) costs requirin specific approval:	g	\$	\$
		Professional and Contracted Services			
		Description of Service and Purpose		Grant	
#		bescription of service and rulpose		Amount	Match
	L			Budgeted	
1	_			\$	\$
2	L			\$	\$
3				\$	\$
4				\$	\$
5				\$	\$
6				\$	\$
7	ļ			\$	\$\$
8				\$	\$
9				\$	\$
10	_			\$	\$
11	_			\$	\$
12	_			\$	\$
13	-			\$	\$
14				\$	\$
	<u>b.</u>			\$	\$
	C.	Remaining 6200—Professional and contracted services that do not respecific approval:	quire	\$	\$
		(Sum of lines a, b, and c) Gra	ınd total	\$	\$

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	Schedule #9—Supplies and Materials (6300)	Water Early	
County	/-District Number or Vendor ID: 127906 Amendment number (fo	amendments	only):
True Villani	Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$	\$
	Grand total:	\$	\$

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	Schedule #10—Other Operating	CUSES (0400)		
County	y-District Number or Vendor ID: 127906	Amendment number (for	amendments	only):
	Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419		\$	\$
6419	Non-employee costs for conferences. Requires pre-authorizati	on in writing.	\$	\$
	Subtotal other operating costs requi	ring specific approval:	\$	\$
	Remaining 6400—Other operating costs that do not req	\$	\$	
		Grand total:	\$	\$

In-state travel for employees does not require specific approval.

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County-Dis	strict Number or Vendor ID: 127906	Ап	nendment numbei	(for amendmen	ts only):
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
	rary Books and Media (capitalized and		у)		
1		N/A	N/A	\$	\$
	mputing Devices, capitalized				
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
6XX—So	ftware, capitalized				
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
6XX—Eq	uipment, furniture, or vehicles		•		
	hmate 4800 CNC System	1	\$29272	\$23418	\$5854
20			\$	\$	\$
21	······································		\$	\$	\$
22	· · · · · · · · · · · · · · · · · · ·		\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
	pital expenditures for additions, improv	rements, or modific			- T
icrease t	heir value or useful life (not ordinary re	pairs and maintena	ince)		
29	The second secon	Later of many and a second		\$	\$
		· · · · · · · · · · · · · · · · · · ·			

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1000 8	Schedule #12—Demographics and Participants to Be Served with Grant Funds														
Coun	ty-distr	C. L. a.'s			1 - 07 - 20		1 1 1 1 1 1 1 1	1 1 1 1 1 1 1		V P = V I L 7	25, 7-17	(** a		1.7	dments only):
Part	1: Stuc	lent/To	eacher	Demo	graph	ics of	Popul	ation 7	To Be S	erved \	Nith Gr	ant Fun	ids. En	ter the	e data requested
for th	e popul	lation t	to be se	erved t	y this	grant p	orogran	n. If da	ta is not	availat	ole, ente	r DNA.	Use the	e com	ment section to
add a	descri	ption o	of any o	lata no	t speci	ifically	reques	ited tha	at is imp . Use Ari	ortant t	o under	standing	the po	opulat	ion to be served by
	ent Cat									ai ioni,	no sma	ner mar			
	omicall		311	Student Number Student Percentage					Comment Percentage figured based on total number of						
	vantag		19			4	8%								number of ram currently.
	ed Engl		0				n/								I number of
profic	ient (L	EP)					%								ram currently.
1	dance	. — —		N	A	_ 0	NA%								
	al drop Gr 9-12			N	Ą	C	NA%								
Teac	her Ca	tegory	Tea	cher l	Numbe	er T	eache	r Perc	entage				Comm	ent	
1-5 Y	ears Ex	ĸp.	1			5	5% Percentage figured based on to teachers at the high school carr								
6-10	Years E	Ехр.					%					, o mgm		<u> </u>	
11-20	Years	Ехр.					%								
20+ Y	ears E	хр.	1			5	5%			Percentage figured based on total number of teachers at the high school campus.					
No de	egree						%								
Bach	elor's D	egree	2			1	10%			Percentage figured based on total number of teachers at the high school campus.					
Maste	er's Deg	gree					%								
Docto	rate						%								
Part 2	2: Stud	ents/1	eache	rs To	Be Ser	ved V	Vith Gr	ant Fu	nds. En	ter the	number	of stud	ents in	each	grade, by type of
	ol, proje										1				
Scho	ol Type	e: 🗵	Public		Open-E	nrollm	ent Cha	rter	Priv	vate Nonprofit Private For Profit Public Institution				☐ Public Institution	
								Stı	idents						
PK	K	1	2	3	4	5	6	7	8	9	10	11	12		Total
											11	11	18	40	
		•						Tea	chers		1				
PK	K	1	2	3	4	5	6	7	8	9	10	11	12		Total
									,		1	2	2	2	

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 127906 Amendment # (for amendments only):	
Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with 'need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. Stamford High School will be served because this campus that serves the CTE welding program. A needs assessment was completed, and needs were prioritized in the the order of greatest need first. Stamford ISD relies on the District Sit Base Team for decision making in developing goals and standards for our school as well as identifying needs.	
	9
	9

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Schedule	#13-Needs	Assessment	(cont.)
Julieulle	# IJ-1100U3	Maacaailiciil	WULLE

County-district number or vendor ID: 127906 Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increased student knowledge in industry-level equipment	The grant program would allow us to upgrade current equipment to industry-level equipment to better serve the students.
2.	Increased Certification Programs in CTE	The grant program would allow us to upgrade current equipment to aide in increased program participation leading to certification.
3.	Students Better Prepared for Workforce	The grant program would allow us to upgrade current equipment to industry-level equipement to better prepared students for what is used in the workforce.
4.		
5.		

Only
this date:
TEA staff person:
1

Schedule #14—Management Plan							
County-district number or vendor ID: 127906 Amendment # (for amendments only):							
				ist the titles of the primary project personnel			
				and delivery of the program, along with desir			
req #	Title	s. Res	spc	onse is limited to space provided, front side or Desired Qualifications, Expe			r than 10 point.
#	ride	Rock	· olo	rs Degree; Certified Welding Instructor; Weld	•		
1.	Teacher	bacn	ieio	rs Degree; Certified Welding Instructor; Weld	uing System	Expenence	
		Bachelors Degree; Welding System Experience					
2.	Teacher	Daçii	IGIO	13 Degree, Welding Oystelli Experience			
3.							
4.	-						
	-						
5.							
Pa	rt 2: Milestones an	nd Tin	nel	ine. Summarize the major objectives of the p	planned proje	ct, along with de	efined milestones
				onse is limited to space provided, front side o			
#	Objective			Milestone	E	Begin Activity	End Activity
	Train students in	1	1.	Basic Intro to Plasma cutting system & Train	ning	01/01/2018	05/25/2018
	use of new technology	2	2.	Community Project to enhance fundraising program; project based traning for fundraising		01/01/2018	Continual
	envolving welding		3.	Preparing students for workforce	ing	01/01/2018	Continual
1.	through the plasm		4.	repairing students for workforce		XX/XX/XXXX	XX/XX/XXXX
	cutting system to		5.			XX/XX/XXXX	XX/XX/XXXX
	better prepare	`	٥.			~~~~~	
	them for career	-	1.			XX/XX/XXXX	XX/XX/XXXX
			2.			XX/XX/XXXX	XX/XX/XXXX
2.			2. 3.			XX/XX/XXXX	XX/XX/XXXX
۷.			3. 4.			XX/XX/XXXX	XX/XX/XXXX
			4 . 5.				XX/XX/XXXX
						XX/XX/XXXX	
			1.			XX/XX/XXXX	XX/XX/XXXX
^			2.			XX/XX/XXXX	XX/XX/XXXX
3.			3.			XX/XX/XXXX	XX/XX/XXXX
			4.			XX/XX/XXXX	XX/XX/XXXX
			5.			XX/XX/XXXX	XX/XX/XXXX
			1.			XX/XX/XXXX	XX/XX/XXXX
			2.			XX/XX/XXXX	XX/XX/XXXX
4.		_	3.			XX/XX/XXXX	XX/XX/XXXX
			4.			XX/XX/XXXX	XX/XX/XXXX
		5	5.			XX/XX/XXXX	XX/XX/XXXX
		1	1.			XXXXXXXX	XX/XX/XXXX
5.		2	2.			XX/XX/XXXX	XX/XX/XXXX
		3	3.			XX/XX/XXXX	XX/XX/XXXX
			4.			XX/XX/XXXX	XX/XX/XXXX
			5.			XX/XX/XXXX	XX/XX/XXXX
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occurring between the beginning and ending dates of the grant, as	
Schedule #14—Management Plan	
County-district number or vendor ID: 127906	Amendment # (for amendments only):
Part 3: Feedback and Continuous Improvement. Describe the process a has in place for monitoring the attainment of goals and objectives. Include goals and objectives is adjusted when necessary and how changes are constudents, parents, and members of the community. Response is limited to no smaller than 10 point.	and procedures your organization currently a description of how the plan for attaining mmunicated to administrative staff, teachers,
Currently, Stamford ISD relies on the District Site Base Team for decision our school. Comprehensive needs assessment for the program was conducted program will be promoted via social media, announcing accomplishments will be communicated to staff directly, and to students, parents, and commevaluation and progress measurement is measured by observation of progresperience, and teacher evaluations of training experience.	ucted and presented for approval. The of students and the program. Any changes unity members via social media. Program
Part 4: Sustainability and Commitment. Describe any ongoing, existing planned project. How will you coordinate efforts to maximize effectiveness project participants remain committed to the project's success? Response Use Arial font, no smaller than 10 point.	of grant funds? How will you ensure that all
Stamford ISD currently offers Introduction to Intro to Welding, Welding 1, a The current welding program would benefit from the purchase of new equilearning. SISD is working to develop a welding program certificate where be certification. This product will give us another area in which to train students.	pment to maximize effectiveness of student by students can graduate with welding

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exas E	Education Agency		Standard Application System (SAS)	
1		S	chedule #15Project Evaluation	
Coun	ty-district number or vendor ID: 1:	2790	Amendment # (for amendments only):	_
effec	tiveness of project strategies, incli	uding	Is and processes you will use on an ongoing basis to examine the the indicators of program accomplishment that are associated with each. side only. Use Arial font, no smaller than 10 point.	
#				
	Observation of Program	1.	Program Enrollment	
1.	·	2.	Number of Students Successfully Completing the Program	_
		3.		_
	Student Evalutations	1.	Program Enrollment	_
2.		2.	Attendance Rates	_
	Taraka Fashariana	<u>3.</u> 1.	Grades	_
E	Teacher Evaluations	2.	Program Enrollment Attendance Rates	-
3.		3.	Alleridance Nates	_
	Monitor advancement of	1.	Program Enrollment	_
	certification process	2.	Attendance Rates	
"	- Distriction products	3.	Number of students successfully completing the program	
		1.		
5.		2.		
		3.		_
evalu stude to be	uation design, including program-lent-level academic data, including	evel o achi	rection. Describe the processes for collecting data that are included in the data such as program activities and the number of participants served, and evement results and attendance data. How are problems with project delivery e project? Response is limited to space provided, front side only. Use Arial	,
Prog woul Prob	ram enrollement, attendance rated all be collected through PEIMS	and/d e ide	ades, and number of students successfully completing the program data or TxEIS. Reports would be pulled periodically to check status of program. Intified if enrollment, attendance, or grades fell below expected rates.	

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Schedule #17—Responses to TEA Progra		
County-district number or vendor ID: 127906	Amendment # (for amendments only):	
TEA Program Requirement 1: Explain how the project identified the high		
programs of study in partnership with the local workforce development bo	ard. Response is limited to space provided,	
front side only. Use Arial font, no smaller than 10 point.	44	
Applicants applying for Focus Areas 1, 2, or 3 must address this que		
Welding was listed as one of the top 25 jobs in our region according to the		
Check. Since SISD is a rural texas district, we have more students involved welding for career choices once they graduate high school.	ed in FFA and interested in trades such as	
,,,		
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Schedule #17—Responses to TEA Program Requirements
County-district number or vendor ID: 127906 Amendment # (for amendments only):
TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. Applicants applying for Focus Areas 1, 2, or 3 must address this question.
Stamford ISD currently offers Introduction to Welding, Welding 1, and Welding 2 classes for students to take. The current welding program would benefit from the purchase of new equipement to maximize effectiveness of student learning. Working to develop a welding program certificate where by students can graduate with welding certification. This product will give us another are in which to train students for welding certificate and/or workforce. This program would make a seemless transition to a tech school to perfect their craft.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 127906

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Local community colleges in our area offer both welding certifications of various levels as well as an associates degree in welding. The crosswalk below is an example of what would be required if students attended Western Texas College for an Associates Degree in Welding.

Associate of Applied Science Degree Program

Freshman Year/Fall

Widg 1323 Welding Safety, Tools, Equip – 3 hrs

Wldg 1525 Intro to Oxy-Fuel Welding & Cutting - 5 hrs

Wldg 2439 Advncd Oxy-Fuel Welding & Cutting - 4 hrs

Social/Behavioral Science Elective - 3 hrs

Freshman Year/Spring

Wldg 1557 Intermed. Shielded Metal Arc Welding - 5 hrs

Wldg 1528 Intro to Shielded Metal Arc Welding - 5 hrs

Wldg 1313 Intro to Blueprint Reading for Welders - 3 hrs

Engl 1301 Composition I - 3 hrs

Sophomore Year/Fall

Wldg 2443 Advncd Sheilded Metal Arc Welding - 4 hrs

Wldg 2406 Intermediate Pipe Welding - 4 hrs

Wldg 2435 Advanced Layout & Fabrication - 4 hrs

Math 1332 Contemproary Math I - 3 hrs

Sophomore Year/Spring

Wldg 2451 Advanced Gas Tugnsten Arm (TIG) - 4 hrs

Widg 2447 Advnaced Gas Metal Arc (MIG)(Capstone) - 4hrs

Humanities/Fine Arts Elective - 3 hrs

Spch 1315 Public Speaking - 3 hrs

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Schedule #17—Responses to TEA Program Re	equirements (cont.)
County-district number or vendor ID: 127906	Amendment # (for amendments only):
TEA Program Requirement 4: Identify the partner organizations that will be space provided, front side only. Use Arial font, no smaller than 10 point. App 3 must address this question.	oplicants applying for Focus Areas 1, 2, or
Stamford ISD is working towards partnerships with community programs as build our welding program.	nd higher institutions of learning in order to
TEA Program Requirement 5: Identify at least one industry partner that we support relevant and frequent industry experiences for students participating space provided, front side only. Use Arial font, no smaller than 10 point. Application and the students of the student	ng in the program. Response is limited to
Students from our area traditionally transition to community colleges like W Technical College for their welding programs post high school. Stamford IS institutions in order to further our program.	Vestern Texas College and Texas State SD is working towards partnerships with these

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Schedule #17—Responses to TEA Program Requirements				
County-district number or vendor ID: 127906 Amendment # (for amendments only):				
TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals				
of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Applicants applying for Focus Areas 1, 2, or 3 must address this question.				
After the grant period has ended, Stamford ISD will continually monitor the program effectiveness and look for additional				
ways to continue to improve the program we offer.				

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Schedule #17—Responses to TEA Program Requirements						
County-district number or vendor ID: 127906	Amendment # (for amendments only):					
TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.						
Applicants applying for Focus Area 4 must address this question.						
Capstone industry certifications and programs of study identified including	certificate of welding on multiple levels.					

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Schedule #17—Responses to TEA Program Requirements					
County-district number or vendor ID: 127906 Amendment # (for amendments only):					
TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE					
program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
Applicants applying for Focus Area 4 must address this question.					
The Perkins Reserve Grant award would complement the existint CTE program by allowing us to greatly enhance what we already do. We currently have a welding program in place, but the grant would allow us room to grow, upgrade, and					
improve the program to increase student achievement.					

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# 000 Barrier # A01 A02 A03 A04 A05 A06 A99	No Barriers The applicant assures that no barriers exist to equitable access and participation for any groups	Students	Teachers	only): Others		
# 000 Barrier # A01 A02 A03 A04 A05 A06 A99	No Barriers The applicant assures that no barriers exist to equitable access and participation for any groups		Teachers	Others		
000 Barrier # A01 A02 A03 A04 A05 A06 A99	The applicant assures that no barriers exist to equitable access and participation for any groups		Teachers	Others		
# A01 A02 A03 A04 A05 A06 A99	participation for any groups	M				
# A01 A02 A03 A04 A05 A06 A99						
A01 A02 A03 A04 A05 A06 A99	r: Gender-Specific Bias					
A02 A03 A04 A05 A06 A99	Strategies for Gender-Specific Bias	Students	Teachers	Others		
A03 A04 A05 A06 A99	Expand opportunities for historically underrepresented groups to fully participate					
A04 A05 A06 A99	Provide staff development on eliminating gender bias					
A05 A06 A99	Ensure strategies and materials used with students do not promote gender bias					
A06 A99	Develop and implement a plan to eliminate existing discrimination and teffects of past discrimination on the basis of gender	he 🗆				
A99	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender					
	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program					
	Other (specify)					
Barrier	Barrier: Cultural, Linguistic, or Economic Diversity					
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others		
B01	Provide program information/materials in home language					
B02	Provide interpreter/translator at program activities					
В03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.					
B04	Communicate to students, teachers, and other program beneficiaries ar appreciation of students' and families' linguistic and cultural background	s \square				
B05	Develop/maintain community involvement/participation in program activities					
500	Provide staff development on effective teaching strategies for diverse populations					
B07	Ensure staff development is sensitive to cultural and linguistic difference and communicates an appreciation for diversity	es 🔲				
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider					
B09	Provide parenting training					
B10	Provide a parent/family center					
B11	Involve parents from a variety of backgrounds in decision making					
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Schedule #18—Equitable Access and Participation (cont.)						
County	/-District Number or Vendor ID: 127906 Amendment	number (for a	amendments	only):		
Barrie	Barrier: Cultural, Linguistic, or Economic Diversity (cont.)					
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others		
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school					
B13	Provide child care for parents participating in school activities					
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities					
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program					
B16	Offer computer literacy courses for parents and other program beneficiaries					
B17	Conduct an outreach program for traditionally "hard to reach" parents					
B18	Coordinate with community centers/programs					
B19	Seek collaboration/assistance from business, industry, or institutions of higher education					
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color					
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color					
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program					
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints					
B99	Other (specify)					
Barrier	: Gang-Related Activities					
#	Strategies for Gang-Related Activities	Students	Teachers	Others		
C01	Provide early intervention					
C02	Provide counseling					
C03	Conduct home visits by staff					
C04	Provide flexibility in scheduling activities					
C05	Recruit volunteers to assist in promoting gang-free communities					
C06	Provide mentor program					
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities					

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	Schedule #18—Equitable Access and Participation (cont.)				
	y-District Number or Vendor ID: 127906	Amendment	number (for a	amendments	only):
Barrie	er: Gang-Related Activities (cont.)				
#	Strategies for Gang-Related Activiti	es	Students	Teachers	Others
C08	Provide community service programs/activities				
C09	Conduct parent/teacher conferences				
C10	Strengthen school/parent compacts				
C11	Establish collaborations with law enforcement agencies	3			
C12	Provide conflict resolution/peer mediation strategies/pro	_			
C13	Seek collaboration/assistance from business, industry, higher education				
C14	Provide training/information to teachers, school staff, as with gang-related issues	nd parents to deal			
C99	Other (specify)				
Barrie	r: Drug-Related Activities				
#	Strategies for Drug-Related Activitie	es	Students	Teachers	Others
D01	Provide early identification/intervention				
D02	Provide counseling				
D03	D03 Conduct home visits by staff				
D04	D04 Recruit volunteers to assist in promoting drug-free schools and communities				
D05	05 Provide mentor program				
D06	D06 Provide before/after school recreational, instructional, cultural, or artistic programs/activities				
D07	D07 Provide community service programs/activities				
D08	D08 Provide comprehensive health education programs				
D09 Conduct parent/teacher conferences					
D10 Establish school/parent compacts					
D11	Develop/maintain community collaborations				
D12	Provide conflict resolution/peer mediation strategies/pro	grams			
D13	Seek collaboration/assistance from business, industry, of higher education	or institutions of			
D14	Provide training/information to teachers, school staff, an with drug-related issues	d parents to deal			
D99	Other (specify)			$\overline{}$	
Barrie	r: Visual Impairments				
				Others	
E01					
E02					
				,	
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	Schedule #18—Equitable Access and Participation (cont.)				
County	/-District Number or Vendor ID: 127906 Amendment	number (for a	amendments	only):	
Barrie	r: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others	
E03	Provide program materials/information in large type				
E04	Provide program materials/information in digital/audio formats				
E05	Provide staff development on effective teaching strategies for visual impairment				
E06	Provide training for parents				
E07	Format materials/information published on the internet for ADA accessibility				
E99	Other (specify)				
Barrie	r: Hearing Impairments		·		
#	Strategies for Hearing Impairments				
F01	Provide early identification and intervention				
F02	Provide interpreters at program activities				
F03	Provide captioned video material				
F04	Provide program materials and information in visual format				
F05	Use communication technology, such as TDD/relay				
F06	Provide staff development on effective teaching strategies for hearing impairment				
F07	Provide training for parents				
F99	Other (specify)				
Barrier: Learning Disabilities					
#	Strategies for Learning Disabilities	Students	Teachers	Others	
G01	Provide early identification and intervention				
G02	Expand tutorial/mentor programs				
G03	Provide staff development in identification practices and effective teaching strategies				
G04	Provide training for parents in early identification and Intervention				
G99	Other (specify)				
Barrie	: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others	
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints				
H02	Provide staff development on effective teaching strategies				
H03	Provide training for parents				
H99	Other (specify)				
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RFA #701-17-103; SAS #269-18 2017–2018 Perkins Reserve Grant

By TEA staff person:

Via telephone/fax/email (circle as appropriate)

County-District Number or Vendor ID: 127906 Amendment number (for amendments only): Barrier: Inaccessible Physical Structures	Schedule #18—Equitable Access and Participation (cont.)					
# Strategies for Inaccessible Physical Structures	County-District Number or Vendor ID: 127906 Amendment number (for amendments only):					
Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints Develop and implement a truancy Strategies for Absenteeism/Truancy Students Feachers Others K01 Provide early identification/intervention Develop and implement a truancy intervention plan Conduct home visits by staff K02 Develop and implement a truancy intervention plan Conduct home visits by staff K04 Recruit volunteers to assist in promoting school attendance Provide mentor program K05 Provide mentor program K06 Provide before/after school recreational or educational activities K07 Conduct parent/teacher conferences K08 Strengthen school/parent compacts K09 Develop/maintain community collaborations K10 Coordinate with health and social services agencies K11 Coordinate with the juvenile justice system K12 Seek collaboration/assistance from business, industry, or institutions of higher education K19 Other (specify) Barrier: High Mobility Rates Strategies for High Mobility Rates Students Teachers Others L01 Coordinate with social services agencies C02 Establish collaborations with parents of highly mobile families Establish/maintain timely record transfer system C03 Establish/maintain timely record transfer system C04 Coordinate with social services agencies C05 Students Students Teachers Others C06 Others Others C07 Condinate with social services agencies C07 Coordinate with social services agencies C08 Strategies for Lack of Support from Parents C09 Other (specify) C00 Others C	Barrie	r: Inaccessible Physical Structures				
with other physical disabilities/constraints Joe Ensure all physical structures are accessible	#	Strategies for Inaccessible Physical Structures		Teachers	Others	
Develop/maintain community collaborations Develop and implement a plan to increase support from parents Develop and implement a plan to increase support from parents Develop and implement a plan to increase support from parents Develop and implement a plan to increase support from parents Develop and implement a plan to increase support from parents Develop and implement a plan to increase support from parents Develop and implement a plan to increase support from parents Develop and implement a plan to increase support from pa	J01					
Barrier: Absenteeism/Truancy # Strategles for Absenteeism/Truancy K01 Provide early identification/intervention K02 Develop and implement a truancy intervention plan K03 Conduct home visits by staff K04 Recruit volunteers to assist in promoting school attendance K05 Provide mentor program K06 Provide before/after school recreational or educational activities K07 Conduct parent/teacher conferences K08 Strengthen school/parent compacts K09 Develop/maintain community collaborations K10 Coordinate with health and social services agencies K11 Coordinate with the juvenile justice system K12 higher education K10 Coordinate with the juvenile justice system Seek collaboration/assistance from business, industry, or institutions of higher education K10 Coordinate with social services agencies # Strategles for High Mobility Rates Students Teachers Others L01 Coordinate with social services agencies L02 Establish collaborations with parents of highly mobile families L03 Establish/maintain timely record transfer system L09 Other (specify) Barrier: Lack of Support from Parents # Strategles for Lack of Support from Parents Students Teachers Others	J02	Ensure all physical structures are accessible				
# Strategles for Absenteeism/Truncy Students Teachers Others K01 Provide early identification/intervention	J99	Other (specify)				
K01 Provide early identification/intervention	Barrie	r: Absenteeism/Truancy			-	
K02 Develop and implement a truancy intervention plan	#	Strategies for Absenteeism/Truancy	Students	Teachers	Others	
K03 Conduct home visits by staff K04 Recruit volunteers to assist in promoting school attendance K05 Provide mentor program K06 Provide before/after school recreational or educational activities K07 Conduct parent/teacher conferences K08 Strengthen school/parent compacts K09 Develop/maintain community collaborations K10 Coordinate with health and social services agencies K11 Coordinate with the juvenile justice system K12 Seek collaboration/assistance from business, industry, or institutions of higher education K99 Other (specify) Barrier: High Mobility Rates # Strategles for High Mobility Rates L01 Coordinate with social services agencies L02 Establish collaborations with parents of highly mobile families L03 Establish/maintain timely record transfer system L99 Other (specify) Barrier: Lack of Support from Parents # Strategles for Lack of Support from parents	K01	Provide early identification/intervention				
K04 Recruit volunteers to assist in promoting school attendance	K02	Develop and implement a truancy intervention plan				
K05 Provide mentor program	K03	Conduct home visits by staff				
K06 Provide before/after school recreational or educational activities	K04	Recruit volunteers to assist in promoting school attendance				
K07 Conduct parent/teacher conferences K08 Strengthen school/parent compacts K09 Develop/maintain community collaborations K10 Coordinate with health and social services agencies K11 Coordinate with the juvenile justice system K12 Seek collaboration/assistance from business, industry, or institutions of higher education K99 Other (specify) Barrier: High Mobility Rates # Strategies for High Mobility Rates L01 Coordinate with social services agencies L02 Establish collaborations with parents of highly mobile families L03 Establish/maintain timely record transfer system L99 Other (specify) Barrier: Lack of Support from Parents # Strategies for Lack of Support from Parents Cothers Develop and implement a plan to increase support from parents	K05	Provide mentor program				
K08 Strengthen school/parent compacts K09 Develop/maintain community collaborations K10 Coordinate with health and social services agencies K11 Coordinate with the juvenile justice system K12 Seek collaboration/assistance from business, industry, or institutions of higher education K99 Other (specify) Barrier: High Mobility Rates # Strategies for High Mobility Rates L01 Coordinate with social services agencies L02 Establish collaborations with parents of highly mobile families L03 Establish/maintain timely record transfer system L99 Other (specify) Barrier: Lack of Support from Parents # Strategies for Lack of Support from Parents # Others Develop and implement a plan to increase support from parents Coordinate with social services agencies Coordinate with social services Coordinate with social services Coordinate with social services Coordinate w	K06	Provide before/after school recreational or educational activities				
K09 Develop/maintain community collaborations K10 Coordinate with health and social services agencies K11 Coordinate with the juvenile justice system K12 Seek collaboration/assistance from business, industry, or institutions of higher education K99 Other (specify) Barrier: High Mobility Rates # Strategies for High Mobility Rates L01 Coordinate with social services agencies L02 Establish collaborations with parents of highly mobile families L03 Establish/maintain timely record transfer system L99 Other (specify) Barrier: Lack of Support from Parents # Strategies for Lack of Support from Parents # Others Others Others	K07	Conduct parent/teacher conferences				
K10 Coordinate with health and social services agencies K11 Coordinate with the juvenile justice system K12 Seek collaboration/assistance from business, industry, or institutions of higher education K99 Other (specify) Barrier: High Mobility Rates # Strategles for High Mobility Rates L01 Coordinate with social services agencies L02 Establish collaborations with parents of highly mobile families L03 Establish/maintain timely record transfer system L99 Other (specify) Barrier: Lack of Support from Parents # Strategies for Lack of Support from Parents M01 Develop and implement a plan to increase support from parents	K08	Strengthen school/parent compacts				
K11 Coordinate with the juvenile justice system K12 Seek collaboration/assistance from business, industry, or institutions of higher education K99 Other (specify) Barrier: High Mobility Rates # Strategies for High Mobility Rates L01 Coordinate with social services agencies L02 Establish collaborations with parents of highly mobile families L03 Establish/maintain timely record transfer system L99 Other (specify) Barrier: Lack of Support from Parents # Strategies for Lack of Support from Parents M01 Develop and implement a plan to increase support from parents Students Teachers Others County	K09	Develop/maintain community collaborations				
Seek collaboration/assistance from business, industry, or institutions of higher education	K10	Coordinate with health and social services agencies				
Nigher education	K11	Coordinate with the juvenile justice system				
# Strategies for High Mobility Rates # Strategies for High Mobility Rates L01 Coordinate with social services agencies L02 Establish collaborations with parents of highly mobile families L03 Establish/maintain timely record transfer system L99 Other (specify) Barrier: Lack of Support from Parents # Strategies for Lack of Support from Parents M01 Develop and implement a plan to increase support from parents Coordinate with social services agencies Cothers	K12					
# Strategies for High Mobility Rates Students Teachers Others L01 Coordinate with social services agencies	K99	Other (specify)				
L01 Coordinate with social services agencies	Barrier	r: High Mobility Rates				
L02 Establish collaborations with parents of highly mobile families	#	Strategies for High Mobility Rates	Students	Teachers	Others	
L03 Establish/maintain timely record transfer system	L01	Coordinate with social services agencies				
L99 Other (specify)	L02	Establish collaborations with parents of highly mobile families				
Barrier: Lack of Support from Parents # Strategies for Lack of Support from Parents Students Teachers Others M01 Develop and implement a plan to increase support from parents	L03	Establish/maintain timely record transfer system				
# Strategies for Lack of Support from Parents Students Teachers Others M01 Develop and implement a plan to increase support from parents	L99	Other (specify)				
M01 Develop and implement a plan to increase support from parents	Barrier	: Lack of Support from Parents			_	
	#	Strategies for Lack of Support from Parents	Students	Teachers	Others	
M02 Conduct home visits by staff	M01	Develop and implement a plan to increase support from parents				
	M02	Conduct home visits by staff				

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	Schedule #18—Equitable Access and Participation	on (cont.)					
County-District Number or Vendor ID: 127906 Amendment number (for amendments only):							
Barrie	r: Lack of Support from Parents (cont.)						
#	Strategies for Lack of Support from Parents		Teachers	Others			
M03	Recruit volunteers to actively participate in school activities						
M04	M04 Conduct parent/teacher conferences						
M05	M05 Establish school/parent compacts						
M06	106 Provide parenting training						
M07	107 Provide a parent/family center						
M08	Provide program materials/information in home language						
M09	Involve parents from a variety of backgrounds in school decision making						
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school						
M11							
M12	Knowledge in school activities						
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program						
M14	4 Conduct an outreach program for traditionally "hard to reach" parents						
M15	5 Facilitate school health advisory councils four times a year						
M99	Other (specify)						
Barrier: Shortage of Qualified Personnel							
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others			
N01	Develop and implement a plan to recruit and retain qualified personnel						
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups						
N03	Provide mentor program for new personnel						
N04	Provide intern program for new personnel						
N05	Provide an induction program for new personnel						
N06	Provide professional development in a variety of formats for personnel						
N07	Collaborate with colleges/universities with teacher preparation programs						
N99	Other (specify)						
Barrie	r: Lack of Knowledge Regarding Program Benefits						
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others			
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits						
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits						
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Schedule #18—Equitable Access and Participation (cont.)								
County	County-District Number or Vendor ID: 127906 Amendment number (for amendments only):							
Barrier: Lack of Knowledge Regarding Program Benefits (cont.)								
#			Students	Teachers	Others			
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits							
P99	Other (specify)							
Barrier: Lack of Transportation to Program Activities								
#	Strategies for Lack of Transportation		Students	Teachers	Others			
Q01	activities							
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school							
Q03	Conduct program activities in community centers and other poichharband							
Q99	Other (specify)							
Barrie	r: Other Barriers							
#	Strategies for Other Barriers		Students	Teachers	Others			
Z99	Other barrier		П					
299	Other strategy							
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	Other strategy							
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